



Using AdvancED's ASSIST to Meet Schoolwide Plan Requirements

Presented by:

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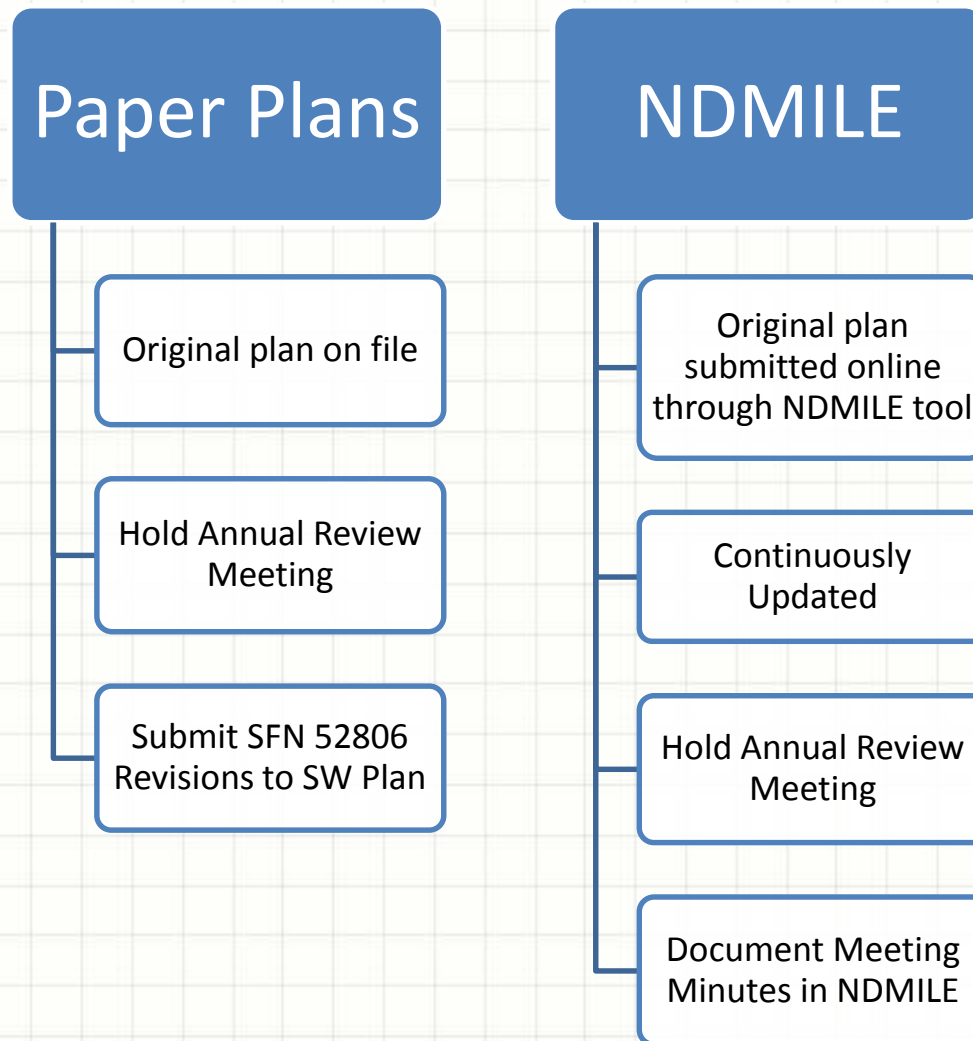
Agenda

- Requirements for Title I Schoolwide Programs
- Status of Schoolwide Plans
- Utilizing AdvancED ASSIST
- Required Schoolwide Components
- Additional Title I Requirements
 - Parental Involvement Requirements
 - Ongoing Evaluation and Annual Review
- Schoolwide Flexibility
- Questions

Requirements for Title I Schoolwide Programs

- 40 % poverty or State waiver option
- 80 % staff commitment to schoolwide reform
- One year planning
- Schoolwide Plan Documentation
 - Utilize AdvancED ASSIST
 - Parent and Stakeholder Involvement
 - Schoolwide Plan Requirements – school level
 - ✓ Comprehensive Needs Assessment
 - ✓ Goals and Plans
 - ✓ Required Schoolwide Components
 - Annual Review and Evaluation

Schoolwide Plan Status - Past



Schoolwide Plan Status-Current

- Utilize AdvancED to streamline reporting

➤ ASSIST

- Submit schoolwide plan in ASSIST – June 1st
- Continuous, ongoing process
- Annual review and submission

SUBMISSIONS

AdvancED

Self-Checkpoint Oct. 31st

Diagnostics and/or Comprehensive Needs Assessment

Mid-Year Review Feb-Mar

Goals and Plans

Schoolwide Components with Attachments

Submission June 1st

Required: Title I Schoolwide Components and Attachments
Goals and Plans

Additional: Diagnostics (Executive Summary, Student Performance, Stakeholder Feedback, and Self-Assessment)

A decorative graphic on the left side of the slide. It consists of a thick, vibrant blue wavy line that curves from the top left towards the bottom left. This line is surrounded by several thinner, semi-transparent blue lines that follow a similar path, creating a sense of motion and depth. Small, light blue arrows are integrated into the design, pointing in the direction of the flow.

ASSIST

(Adaptive System of School
Improvement Support Tools)

Required Documents in ASSIST

Title I Schoolwide Plan

- Components – response “Yes” with comment
- Attachments – narrative summary to evidence implementation of the schoolwide component
- Goals and Plans

Comprehensive Needs Assessment

- Title I Schoolwide Component – Comprehensive Needs Assessment and Attachment(s)

OR

- Diagnostics
 - Executive Summary
 - Self-Assessment
 - Student Performance Diagnostic
 - Stakeholder Feedback Diagnostic



REQUIRED SCHOOLWIDE COMPONENTS

Required Schoolwide Components

1

- Comprehensive Needs Assessment

2

- Schoolwide Reform Strategies

3

- Coordination of Federal, State, and Local Services

4

- Comingling of Funds (Optional)

Additional Title I Requirements

- Parent and Stakeholder Involvement in Schoolwide Plan
- Family and Community Engagement
- Ongoing Evaluation or Annual Review

Note: Each component is documented by uploading attachments of a narrative summaries in the Title I schoolwide components in ASSIST.

The school is required to keep supporting documentation on file.

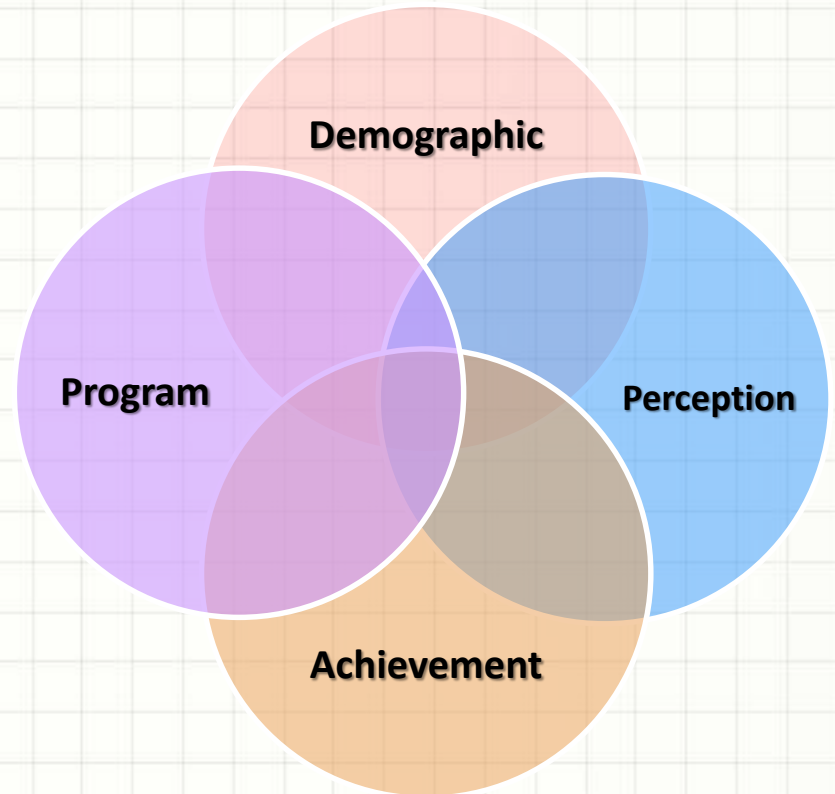
Comprehensive Needs Assessment

Multiple Measures of Data

- Executive Summary
 - School profile
 - Demographic data
- Student Performance Diagnostic
 - Student achievement
- Stakeholder Feedback Diagnostic
 - Perception data
- Self-Assessment
 - Program and process data

Goals & Plans

- Needs - determined by data
- Goals - determined by needs and supported by data
- Plans – strategies and activities



Comprehensive Needs Assessment

ASSIST

- Executive Summary
- Student Performance Diagnostic
- Stakeholder Feedback Diagnostic
- Self-Assessment
- Goals and Plans

Attachments – Title I Schoolwide Assurance

- Component #1 – Comprehensive Needs Assessment
 - School Profile – background on school and community, vision, and mission
 - Types of Data – student achievement, program, perception, and demographic
 - Data Analysis – narrative summary of data results
 - Data Documents
 - Data Results – charts and graphs
 - Determination of Needs

Schoolwide Reform Strategies

- Opportunities for all students to reach the State's standards, including subgroups
- Methods and instructional strategies to
 - strengthen academic program,
 - increase the amount and quality of learning time, and
 - provide an enriched accelerated curriculum – well-rounded education.
- Address the needs of all children at school, particularly those at-risk of not meeting State academic standards

Be sure the school has supporting documentation on file.

Schoolwide Reform Strategies

ESSA Flexibility:

- Expand strategies to address schoolwide program needs of the students in the school
- Diverse approach to educational improvement ☐ Other factors
- Other Factors
 - Counseling and mental health programs
 - Mentoring programs
 - Access to advanced coursework
 - Student behavioral supports
 - Teacher retention and recruitment
 - Professional learning
 - Credit Recovery programs
- Incorporate the concept of a well-rounded education
- Include secondary transition

Program Coordination

- Federal, state, and local services
- Includes violence prevention, nutrition, housing, Head Start, adult education, migrant, homeless, vocational and technical education, and job training
- Community resources
- Other funding sources

Be sure the school has supporting documentation on file.

Co-Mingling Funds

NORTH DAKOTA
STATE
FEDERAL TITLE
PROGRAMS OFFICE

Intent and Purpose for Schoolwide Programs Co-mingling Funds

This form must be submitted if your school would like to co-mingle funds.

Section A. Overview of Co-mingling Funds

Schoolwide programs have the option to co-mingle funds from all the federal programs whose intent and purpose will be a part of their schoolwide plan. When co-mingling funds, schoolwide programs DO NOT have to track how each program's dollars are spent; instead, the school would combine all the dollars together into one total to be used for all schoolwide program operations. However, within the schoolwide plan, schools must identify how the intent and purpose of these programs are still met.

All federal funds used to support the schoolwide plan should be put into one account at the local site. Federal funds should not go in to the general fund, because schools will still need to submit financial reports tracking the expenditure of the federal funds as a whole. (For further information, please reference the Title I Schoolwide Co-mingling Funds Toolkit at www.nd.gov/dpi/uploads/129/comingle.pdf).

Please check each program listed below that you will be co-mingling into one budget.

- ☐ Title I, Part A - Improving the Academic Achievement of the Disadvantaged. Note: this does not include subpart 1 of Part D to State agencies for services to children in State institutions for neglected or delinquent children, unless funds are used for transition services involving a schoolwide program school.
- ☐ Title II, Part A - Teacher and Principal Quality and Retention

NOTE: In order to co-mingle funds, schoolwide plans must be approved for "intent and purpose" by the Federal Title Programs Director.

Section B. Intent and Purpose

Please indicate below how the school will meet the intent and purpose of the following program.

Title II, Part A - Teacher and Principal Quality, Training and Recruiting

Intent and Purpose of the Program

The intent and purpose of this program are to increase academic achievement of all students through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom; and to hold school districts and schools accountable for improvements in student academic

Family and Community Engagement

Title I Parental Involvement Requirements

- Parental involvement policy
- School-parent compact
- Annual parent meeting
- Parent training opportunities
- Parents Right to Know – HQ staff chart
- Assess parent involvement
- Share results of the annual review with parents and stakeholders

Strategies and activities to increase family and community engagement – going above and beyond

Note: Remember supporting documentation (i.e., meeting minutes, notes, emails, flyers, sign-in sheets, SBR to support strategies, and etc.)

Six Types of Parental Involvement

- Parenting: Helping all families establish a home environment to support children as students.
- Communicating: Designing effective forms of school-to-home and home-to-school communication regarding school programs and children's progress.
- Volunteering: Recruiting and organizing parental help and support.
- Learning at Home: Providing information and ideas to families about how to help children at home with homework and other curriculum related activities.
- Decision Making: Including parents in the school's decisions and developing parent leaders and representatives in the school.
- Collaborating with Community: Identifying and integrating resources and services from the community to strengthen school programs, family practices, student learning, and development.

Ongoing Evaluation and Annual Review

- Schoolwide Annual Review
 - Annual evaluation of schoolwide components
 - Agenda and meeting minutes
 - Must share results with parents/stakeholders
- Provide written analysis of the evaluation of the schoolwide goals and activities
- The school must provide revisions to the plan to help all children meet the state's standards

Schoolwide Flexibility

Examples of Uses of Funds

- Increased learning time
- Family literacy programs
- School climate interventions
- Instructional Coaches to provide high-quality, school- based professional development
- Devices and software for students to access digital learning materials and collaborate with peers, and related training for educators
- High-quality preschool
- Before or After school programs
- Counseling programs
- Credit Recovery Programs

QUESTIONS?



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